**K-5 ELA Lesson Plan**

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| **Teacher:** | | **Grade: 2** | | | **Date(s)**: August 30, 2012 |
| **Unit Title:**  **Unit 1: A Story to Share** | | | **Corresponding Unit Task: 1 (Story Map)** | | |
| **Essential Question(s):**   * **How does asking and answering questions help me to understand key ideas and details while I read?** * **How do characters develop throughout a story?** * **How do illustrations and words in a text help readers comprehend what they read?** * **How do good writers share their opinion with readers?** * **How do good writers tell the story of someone else’s life?** * **How can a good speaker effectively share a story with an audience.** | | | | | |
| **Materials/Resources** | | | **Essential Vocabulary** | | |
| **Teacher/Student:**   * **Reading Street 2.1 textbooks (Ronald Morgan Goes to Bat by Patricia Reilly Giff)** * **Pencils** * **Paper** * **Document camera** * **STORY MAP anchor chart** * **Student copies of story map** * **Story Map Checklist** | | | | * **story** * **plot** * **main events** * **setting** * **characters** * **opinion** * **details** * **relevant information** * **conclusion** * **illustrations** | |
| **Learning Experience(s)** | | | | | |
| **Gradual Release of Responsibility:**  Modeled  Shared  Guided Practice   * Independent | **Reading**  **Standards:**  **RL.2.1 – Ask and answer such questions as *who, what, where, when, why,* and *how* to demonstrate understanding of key details in a text.**  **RL.2.3 – Describe how characters in a story respond to major events and challenges.**  **RL.2.5 – Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.**  **RL.2.7 – Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.**  **I Can Statement(s):**   * **I can identify all the elements of a story.** * **I can accurately describe my Story Map.** * **I can identify major events and challenges in a story.** * **I can share ideas about the ways characters respond to major events and challenges.**   **Instructional Plan:**   * **Take out Reading Street textbooks 2.1 - Ronald Morgan Goes to Bat by Patricia Reilly Giff and read aloud as students follow along.**   **Students work in independently to complete a story map (referring to the anchor chart completed in class for Iris and Walter).**   * **Remind students to refer to the Story Map Checklist to ensure that they are meeting all requirements.** | | | | |
| **Gradual Release of Responsibility:**  Modeled  Shared  Guided Practice   * Independent | **Word Study**  **Standards:**  **L.2.2d – Generalize learned spelling patterns when writing words.**  **I Can Statement(s):**   * **I can use spelling patterns to correctly spell new words.**   **Instructional Plan:**   * **Administer spelling pretest.** | | | | |
| **Gradual Release of Responsibility:**   * Modeled * Shared * Guided Practice * Independent | **Writing**  **Standards:**  **W. 2.5 - With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.**  **W. 2.8 - Recall information from experiences or gather information from provided sources to answer a question.**  **L. 2.1 - Demonstrate command of the conventions of the standard English grammar and usage when writing or speaking.**  **L. 2.2 - Demonstrate command of standard English capitalization, punctuation, and spelling when writing.**  **I Can Statement(s):**   * **I can create a graphic organizer and use it to write a detailed story.**   **Instructional Plan:**   * **Prompt: Write about a special time you spent with a friend.** * **Demonstrate how to create a graphic organizer. Discuss ideas for a story that fits the prompt and demonstrate how to fill in ideas on the graphic organizer.** * **Students begin to brainstorm and create their own graphic organizers.** | | | | |
| **Gradual Release of Responsibility:**  Modeled   * Shared   Guided Practice  Independent | **Speaking & Listening**  **Standards:**  **SL.2.4 – Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.**  **I Can Statement(s):**   * **I can tell about a special time with a friend.**   **Instructional Plan:**   * **Students discuss special times during our writing brainstorming session (see above).** | | | | |
| **Closing/Summarizing Strategy** | * **Daily review of “I Can” statements.** * **Review clean-up procedures.** | | | | |
| **Differentiation Strategies** | | | | | |
| **Extension** | | **Intervention** | | | **Language Development** |
| **Students can add more specificity to the story map by using descriptive vocabulary to describe the plot and setting.** | | **Students can use sticky notes as they read to record information to later transfer to their story map.** | | | **Language proficiency levels will be taken into account to modify the assessment if needed to ensure success.** |
| **Assessment(s) & Reflection** | | | | | |
| **Assessment(s):**  Student story map with story map checklist. | | | | | |
| **Teacher Reflection:** (Next steps?) | | | | | |

*Note: This template does not reflect the lesson plans for Guided Reading.*